



Move4Life



The Commonwealth

Session 2 Dribbling Resilience

WELCOME TO SESSION 2 OF THE MOVE4LIFE SERIES

This session will focus on the movement skill of **dribbling** using the sports of football and basketball and the life-skill of **resilience**. Resilience is the ability to keep going and to recover from difficulties or challenges. An important skill in sport and in life. Move4Life sessions link with several personal development dimensions and contribute to the Sustainable Development Goals. In this session we have chosen to link to the physical and emotional dimensions and SDG8 - Decent Work & Economic Growth.



Physical Dimension



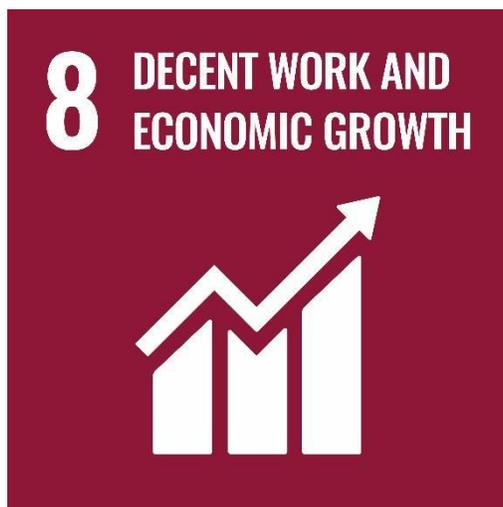
Cognitive Dimension

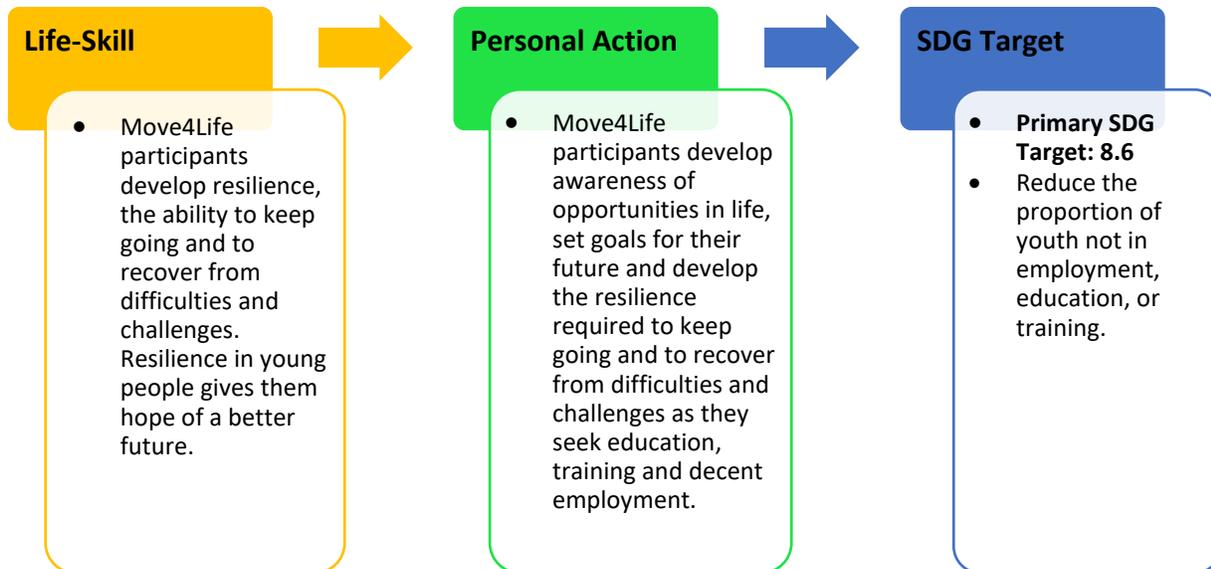


Emotional Dimension



Social Dimension





Click here for further information on Move4Life and the Sustainable Development Goals:
[Move4Life and the Sustainable Development Goals](#)

Move4Life is a proud supporter of the International Safeguards for Children in Sport and believes it is important that all children taking part in physical education, sport, and physical activity should be safeguarded from harm. Children should be able to take part in safe and inclusive activities whether at home, at the sports field, or online.

Click here for further advice on Move4Life and Safeguarding.
[Move4Life Safeguarding Advice](#)



SESSION OUTCOMES

By the end of the session, participants will be able to

- Demonstrate improved dribbling skills (football or basketball)
- Complete a game or skills challenge using dribbling skills (football or basketball)
- Explain what is meant by resilience
- Share examples of where they have demonstrated resilience during practice and in other situations away from the sports field

KEY MESSAGES

MOVEMENT SKILLS

- Dribbling a ball is a fundamental skill in sports such as football and basketball
- Dribbling requires good ball control and the ability to move with ease and speed in different directions avoiding other participants

LIFE SKILLS

- Resilience is the ability to keep going and recover from difficulties or challenges
- Playing sport involves being persistent and overcoming the challenges the game or the opposition present
- We can learn the importance of being resilient in the face of difficulties and challenges in our lives through our sports experience

At Home Activity

HEALTH & SAFETY

- Find a space where you can practice safely. Clear away any hazards or obstacles that you can trip over or run into and hurt yourself. Be careful not to kick or throw a ball too hard and break something.
- A parent or care-giver should observe the activity and ensure a safe environment.

SAFEGUARDING

Safeguarding refers to actions we take to ensure that all children and young people are safe from harm when involved in sport and physical activity. It means we must proactively do everything possible to minimise risk and prevent the abuse, harassment or exploitation of children and young people.

Move4Life wants all participants to be safe from harassment, abuse, or exploitation whether practicing at home or at the sports field.

Everyone has a role to play in safeguarding the facilitator (teacher, coach, or activator), parents and guardians and participants themselves.

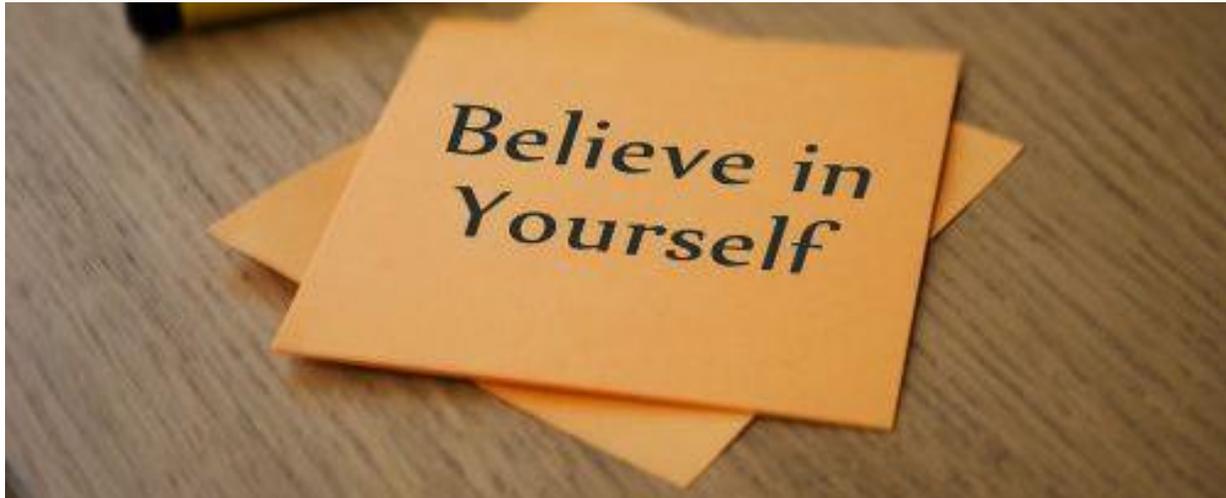
The following are some safeguarding tips for participants practicing Move4Life sessions at home:

- It is not acceptable to be ridiculed, bullied, or abused whilst practicing at home. If you feel this is happening to you, talk to a parent, guardian, or a trusted adult about what you are experiencing and how it makes you feel.
- When you are spending time at home you may be keeping up with your friends on social media. Be aware that there are dangers online. That people you do not know may not be who they say they are. Only connect to people online that you know in real life.
- If you are being bullied or abused online, it is not okay. Tell your parents, guardian, or a trusted adult about it.
- Never share personal information with people you do not know in real life especially not your name, address, school, clubs you attend or photographs. Alert your parents or a trusted adult if someone is asking you for such information.
- If you feel uncomfortable about communications from anyone online, including your teacher or coach or another participant, tell your parents or a trusted adult.
- Avoid meeting up with or being alone again with any person who makes you feel uncomfortable or has tried to harm you either in person or online.

For further advice on keeping yourself safe whilst participating in the Move4Life sessions at home and whilst you are online [click here](#).

OPENING REFLECTIONS

On your own or with a family member take five minutes before starting your session to reflect on the skill of dribbling and how we can practice our skills at home in a small safe space. Our ability to overcome the challenge of practicing at home with limited space and equipment proves that we are adaptable and have resilience.



WARM UP

TIME

5 Minutes



EQUIPMENT

- Footballs or basketballs (preferably one per participant) and a set of cones or other objects to mark play areas.



SET UP

- Mark out small practice spaces at home suitable for the activity and the number of participants.

FOOTBALL ACTIVITY

Use cones or other items to mark out a small area in which to practice on your own or with a family member.

DRIBBLE DEVELOPMENT

- Dribble your ball around your practice space traveling up and down, side to side and corner to corner.
- Swing the ball to and from between the insides of your feet.
- Swing the ball to and from between the balls of your feet, thereby speeding up the ball.
- Vary your speed.



VARIATIONS

- With speed changes.
- Start slowly, speed up, slow down again.
- While swinging the ball to and from, turn your body from side to side.
- Quick footwork on the spot, moving forwards and backwards.

BASKETBALL ACTIVITY

Use cones or other items to mark out a small area in which to practice on your own or with a family member.

- Start with dribbling whilst seated.
- Move to dribbling whilst kneeling.
- Develop into dribbling whilst standing.





MAIN PART

TIME

15 -20 Minutes



EQUIPMENT

Footballs or basketballs (preferably one per participant) and a set of cones or other objects to mark play areas.

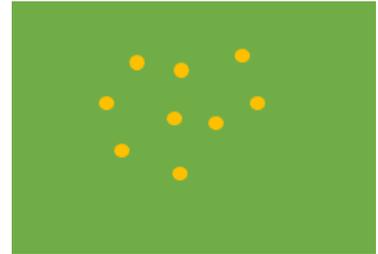


SET UP

Mark out small practice spaces at home or on the sports field suitable for the activity and the number of participants.

FOOTBALL PRACTICE

Randomly place cones (or substitute objects) in your practice space like in the diagramme opposite.



Practice dribbling around all the cones or objects.



Inside



Outside



Front

Practice using the inside, outside and front of your foot (as shown above) to dribble the ball around the cones or objects.

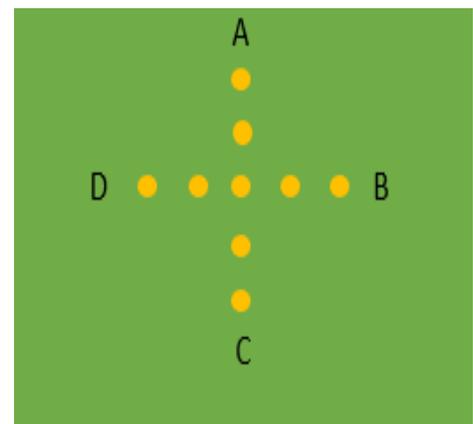
FOOTBALL CHALLENGE

Set out a row of five cones (or substitute objects) in your practice space as shown in the diagram above.

Dribble the ball in and out of the cones and when you reach the centre you turn the corner and dribble towards the next cone. Travel from A to the centre to B and back to the centre and so on until you arrive back at A.

Practice dribbling with your inner foot and your outer foot.

After some practice, time yourself to see how fast you can complete the circuit. Later you can see if you can beat your best time.



BASKETBALL PRACTICE

Mark out a safe space to conduct your home practice on your own or with a family member.

Let us play, paint our training space!

- Participants pretend their ball is full of paint and they have to empty the ball by bouncing the ball on every bit of the practice space they have marked out.
- Participant tries to use different pace of dribbling with the ball and changes of direction

BASKETBALL CHALLENGE

- Participant must dribble ball from around practice space visiting each corner of the space in turn
- Participant must change hands for dribbling when they reach each corner so that they are alternating their dribbling hand each time they cross the practice space
- Participant sees how many corners they can visit in 5 minutes
- If they lose control of the ball the timing re-starts



COOL DOWN

TIME : 5 MINUTES

Finish your session by performing a few stretching exercises. Here are a few examples:



Swing arms up and down
Hold newspaper roll



Upside down
Shoulder stretch



Table top position
Twist trunk left-right
Hold paper roll



Pike sit
Place newspaper
Behind ball of feet



Straddle stretch
"Pen-cake"
Roll newspaper fro and pro



Adductor stretch, turn trunk
towards straight leg
Place newspaper on foot.
repeat both sides

CLOSING REFLECTIONS

ON YOUR OWN

Why not keep a Move4Life diary? Write down what you did and how you felt about the different activities in the session. What was easy and what was hard? When something was hard, did you keep going? Did you demonstrate **resilience**? Were you able to overcome your challenges? How will you be able to use the resilience you have playing sport to help you cope with other challenges?





ADAPTATIONS

- The size of the area in which dribbling is practiced can be reduced for home-based practice, depending on available space and the number or ability levels of the participants.
- Age appropriate specific sports balls are ideal but if they are not available other balls can be substituted. Everyday objects such as shoes, plastic water bottles can be substituted for cones if none are available.



At the Sports Field

HEALTH & SAFETY

- The facilitator should check that the playing area is free of any hazards such as broken glass, wet floors, holes in the grass, etc

SAFEGUARDING

Safeguarding refers to actions we take to ensure that all children and young people are safe from harm when involved in sport and physical activity. It means we must proactively do everything possible to minimise risk and prevent the abuse, harassment or exploitation of children and young people.

Move4Life wants all participants to be safe from harassment, abuse, or exploitation whether practicing at home or at the sports field.

Everyone has a role to play in safeguarding the facilitator (teacher, coach, or activator), parents and guardians and participants themselves.

The following are some safeguarding tips for facilitators delivering Move4Life sessions at the sports field:

- Facilitators (teachers, coaches, or activators) should never be alone at the sports field with children or young people. There should always be another adult present and where you are working with a mixed-sex group there should be an adult of both sex present. This is known as the rule of 2.
- Facilitators should have knowledge of and be able to recognise indicators of different forms of harassment, abuse, and exploitation. You should also know where and how to report concerns.
- Children and young people should never share changing accommodation and showers with adults. If there are no suitable changing and shower facilities, they should arrive and depart in their sports attire.
- Facilitators should never abuse or discriminate against children and young people attending Move4Life sessions and should conduct themselves in a manner that makes them a positive role model for all participants.
- Facilitators should make sure that children and young people are never left on their own at the sports field. They should arrive before the participants and ensure that all participants have departed safely before they depart the field.

For further advice on safeguarding children and other vulnerable groups participating in Move4Life sessions at the sports field [click here](#).

OPENING REFLECTIONS

Form a circle with the participants. (Remember, you are part of the circle, NOT in the middle). Welcome the participants and create a friendly, safe environment. Facilitate a brief conversation with and amongst the participants. The facilitator should introduce the activities for the session reminding participants of the need for good hygiene practice, explaining that the outcomes for the session are to develop dribbling skills and resilience on the sports field, our ability to keep going even when things get difficult. This would be a good time to ask participants what is resilience and why is important to us?

WARM UP

TIME

3 - 4 minutes



EQUIPMENT

Footballs or basketballs (preferably one per participant) and a set of cones or other objects to mark play areas.



SET UP

Mark out small practice spaces at home or on the sports field suitable for the activity and the number of participants.

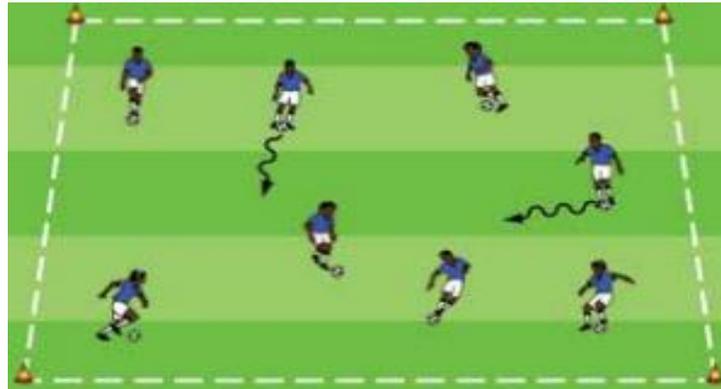
FOOTBALL ACTIVITY

DRIBBLE DEVELOPMENT

- All participants move their ball around the designated practice space using as much space as possible whilst avoiding contact with other participants.
- Swing the ball to and from between the insides of your feet.
- Swing the ball to and from between the balls of your feet, thereby speeding up the ball.
- Vary your speed.

VARIATIONS

- With speed changes.
- Start slowly, speed up, slow down again.
- While swinging the ball to and from, turn your body from side to side.
- Quick footwork on the spot, moving forwards and backwards.



BASKETBALL ACTIVITY

DRIBBLE DEVELOPMENT

- All participants to have a ball
- Start with dribbling whilst seated.
- Move to dribbling whilst kneeling.
- Develop into dribbling whilst standing.



VARIATION

Once skills have been done individually, the facilitator can use command numbers - 1= Dribble sat down 2= Dribble kneeling 3= Dribble standing.



MAIN PART

TIME

15 - 20 minutes



EQUIPMENT

1 Ball per 2 learners. (Large ball, football, volleyball, netball etc.)

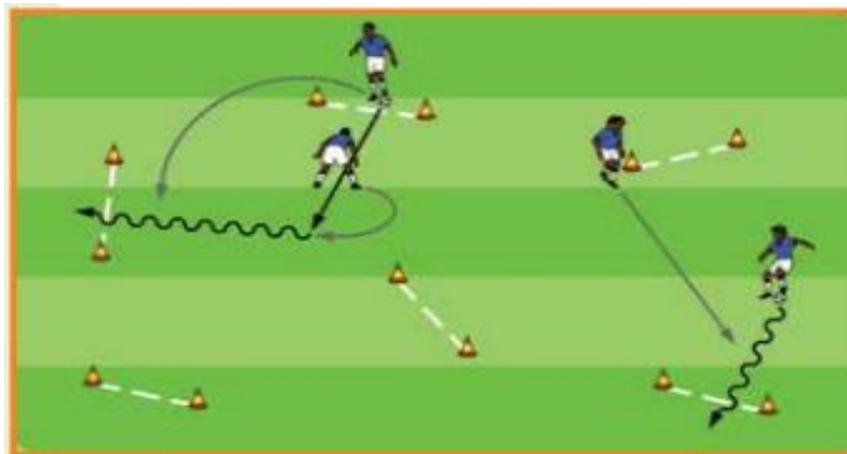
SET UP

Each learner finds a partner. Stand 4 meters apart, facing each other.

FOOTBALL PRACTICE

DRIBBLE-CATCH

- Two participants pass the ball towards each other through the cone goal, the one participant being the chaser.
- The other participant lets the ball pass between the legs and will try to save himself and the ball by dribbling through another cone goal.



VARIATIONS

- The recipient of a pass must dribble through 2 goals.
- The chaser must win the ball and dribble through a goal.
- After every round new teams are formed.

BASKETBALL PRACTICE

Let us play paint the court!

- All participants have a ball.
- Aim to pretend ball is full of paint and they have to empty the ball by bouncing the ball on every bit of the court, you can mark out as many different parts of the court if this helps
- Encourage different pace of dribbling with the ball and changes of direction

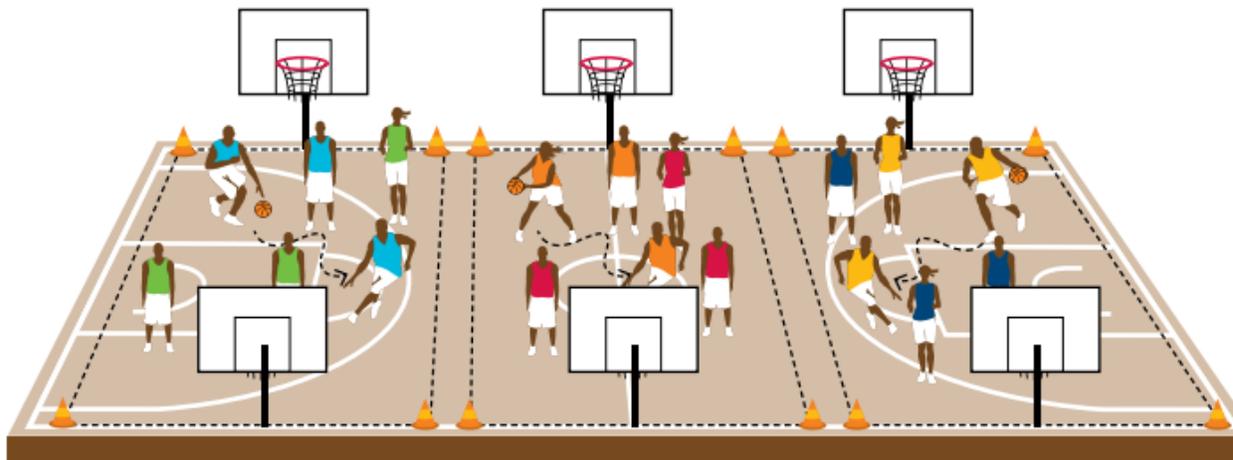
VARIATION

Why not challenge the participants to work in two's and task one with being the defender to put pressure on the dribbler to move around the court quicker with more touches of the ball.

GUIDELINES:

- Allow participants to practice using both dominant and weaker hands
- Encourage the participants to change direction in a positive attacking manner

BASKETBALL GAME



INSTRUCTIONS

- Split the participants into equal teams
- Play a 5 min game against another team
- The team with the most 'completed dribbles' wins
- If every participant on the team successfully completes a dribble the team gets five free points as recognition of good teamwork!

GUIDELINES:

- A 'complete dribble' is a team member that dribbles the ball for 5 seconds and successfully passes the ball on to another team member

Encourage participants to pass to team-mates in space and once in appropriate space, then dribble

COOL DOWN

TIME : 5 MINUTES

Finish your session by performing a few stretching exercises. Here are a few examples:

For demonstration [click here](#)

CLOSING REFLECTIONS

Use '**think, pair, share**' as a method of reviewing and reflecting on the session.

Think, pair, share is a collaborative learning strategy where participants work together to answer a question. It requires participants to (1) think individually about their answer (2) share ideas with another participant in a pair (3) if in a larger group share their ideas back to the group. This method of review and reflection maximizes involvement, ensuring all participants have an opportunity to think through and share a response, even if it is just with one other person!

Take a moment and **think** about what you did and how you felt about the different activities in the session. What was easy and what was hard? When something was hard did you keep going? Did you demonstrate resilience? Were you able to overcome your challenges? How will you be able to use the resilience you have playing sport to help you cope with other challenges?

Pair up and share your reflections with your partner.

Share some of your reflections and answers to the questions with the group.

Close the session, make any announcements, confirm time of next session, etc.

ADAPTATIONS

- Facilitators on the sports field should be aware of each participant's individual needs and adapt their communication style to ensure the inclusion of children for those with hearing or visual impairments or learning difficulties.
- The size of the area in which dribbling is practiced can be reduced or increased (depending on available space and the number or ability levels of the participants)
- Age appropriate specific sports balls are ideal but if they are not available other balls can be substituted. Everyday objects such as shoes, plastic water bottles can be substituted for cones if none are available.
- If you do not have enough balls for each participant, you can adapt activities so that participants can complete an exercise then pass the ball to another participant

